WUSC EUMC
2020 - 2021
ANNUAL REPORT

LETTER FROM THE CHAIR OF THE BOARD OF DIRECTORS AND EXECUTIVE DIRECTOR

Dear friends,

Our organization had to adjust quickly to the changing realities brought about by the pandemic in 2020 - 2021. Though a remarkably difficult and challenging year for the entire world, our network of partners, volunteers, staff and supporters held their ground in the face of uncertainty, working tirelessly to protect the gains so hardwon for young people around the world.

Throughout the past year, WUSC continuously adapted our programming to better respond to the emerging and deepening challenges created by the pandemic. In the pages that follow, you can read more about this work.

At the beginning of 2020, we launched our new flagship volunteer cooperation program, IGNI+E. Over the next seven years, our volunteers will support 70 partner organizations in the advancement of gender equality and the economic empowerment of 1.2 million youth around the world. Within their personal and professional networks, these volunteers will also leverage their first-hand experience to raise awareness among one million Canadians on Canada's important global development work.

We also launched several other new programs to improve access to education for girls in crisis-affected contexts; enhance the economic empowerment of young women in Ghana and climate entrepreneurs across sub-Saharan Africa; promote climate-resilient agriculture for equitable economic growth in the Caribbean; and facilitate an enabling environment for the educational and economic inclusion of refugees and displaced youth in East Africa.

In Canada, despite initial travel delays, our national network resettled 137 refugees this past year, helping to keep forced displacement a priority during the pandemic. Our student-led WUSC Local Committees held successful referendums on numerous Canadian campuses to create more opportunities for young refugees to access post-secondary education in the future. We launched a new public awareness campaign, InterConnexions, about the small actions individuals can take to create a better world together. And we organized our first-ever virtual International Forum which welcomed over 500 participants to join us in reimagining a better world. Through these and other public engagement activities, we reached over 325,000 people this past year.

Despite the challenges we faced, through our new and existing initiatives we made important progress toward our vision and mission to improve education, economic, and empowerment opportunities for youth. Overall, our global programming in over 25 countries reached some 1.7 million individuals - and indirectly contributed to improved quality of life for millions more. This past year has demonstrated that our work remains as relevant as ever. We would like to thank our partners, volunteers, staff, and supporters for their ongoing dedication and commitment to this work.

While immensely challenging, we know that times of crisis can also be times of creativity and innovation. New ideas and approaches are needed to respond to today's global challenges. Together, we can seize this opportunity for creative thinking to develop transformative solutions for the future, one that is more equitable, inclusive, and sustainable. We hope you will continue to join us in this effort.

Thank you.

Chris Whitaker
Chair of the Board of Directors

Chris Eaton
Executive Director

Front cover: Sthree Social Enterprise © Nina LaFlamme

BOARD OF DIRECTORS 2021-2022

Kakuma, Kenya, Feb 2017. Shadia Chakubuta, 15 years old at her home.

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Residential Construction Mentorship Program, Ghana. December 2019. Uniterra. ©Nina LaFlamme

VISION

Our vision is a better world for all young people. It is a more inclusive, equitable, and sustainable world in which all young people, especially women and refugees, are empowered to secure a good quality of life for themselves, their families, and their communities.

MISSION

We work with a diverse network of students, volunteers, institutions, governments, and businesses to improve education, economic, and empowerment opportunities for young people.

PROGRAMMING AREAS

EDUCATION

Improving young people's access to quality education, especially among girls and refugees.

ECONOMIC OPPORTUNITIES

Improving young people's access to quality training and employment-related services, while supporting more inclusive economies.

EMPOWERMENT

Engaging young people to contribute toward a more inclusive, equitable, and sustainable world.

Our work contributes to the Sustainable Development Goals, an internationally recognized blueprint to achieve a better and more sustainable future for all.

As a trusted partner of Global Affairs Canada, WUSC also delivers results in key action areas of Canada's Feminist International Assistance Policy.

In partnership with Canada

ADAPTING TO COVID-19

This past year, WUSC and our global stakeholders have faced challenges and changes unlike any others over the past decades. The COVID-19 global pandemic, the lockdowns, and the economic crisis that has ensued have required a constant reordering of priorities toward a reimagining of what is possible in the post-pandemic world that is slowly coming into view.

The results and stories shared throughout this report are very much shaped by this experience. In some cases, it is clear that the gains that WUSC's partners have fought for over the course of decades are in peril.

School lockdowns in some countries have led to an increase in dropouts, particularly among girls who have also experienced an increase in violence over the past few months. There remains great uncertainty about whether some will ever return to the school and the promise of an education.

The economic blowback of the crisis has led to a deepening financial crisis in many countries, leading firms to hold off on new hires and the closure and failure of early-stage businesses. For those young people completing school and entering the labour market, the current context is uncertain. And as we continue to observe and reflect on the vulnerability of the global economy and local social systems to this global pandemic, it has become increasingly clear that the world needs to pay drastically closer attention to the perils of climate change.

In the face of these overlapping crises, it would be easy to point to the persistence of these problems and the lack of easy solutions. But we have seen, amongst the organizations and individuals that we partner with, a growing and inspiring series of adaptations to overcome today's challenges, and just as importantly, an increased ability to adapt to change over time.

For example, in Jordan, Iraq and Vietnam, vocational training institutes have begun to offer courses online and in blended form, both to respond to short-term lockdowns and to prepare training for the future which in some cases has even led to improved accessibility and outcomes. Meanwhile, in northern Kenya, WUSC and our partners used cash transfers, and our ability to send cash electronically, to reach an increasing number of refugee households to weather the economic impacts of the lockdowns. Research indicates that households who received cash assistance were more likely to send their girls back to school when they finally reopened.

WUSC has also adapted our own ways of working in our offices around the world. One of the key lessons from this crisis is that online communication technologies allow us to have a flatter and more inclusive organization that can draw on more meaningful collaboration and input from staff and partners no matter where they are based. This past year, we have deepened our connections and relationships within our global network so that we can achieve more together. We hope this will continue, post-pandemic.

At WUSC we have long taken great pride in our innovative and entrepreneurial spirit, and our overall impatience with the status quo. While the COVID-19 crisis has undoubtedly caused hardship for our partners and for the most vulnerable individuals whom they serve, it has also opened up avenues for long-term change. We are committed to exploring these avenues with our network to chart a bold new course toward a more equitable, inclusive, and sustainable world.

PROGRAMMING PRINCIPLES

CONTEXTUAL RELEVANCE

We adapt interventions to local realities and ongoing changes to deliver the most relevant, effective, and timely solutions to overcome the root causes of poverty.

INCLUSIVITY

We take an intersectional approach to enable broader inclusion through our programs and better ensure no one is left behind.

SUSTAINABILITY

We design and implement our initiatives so that their benefits have a long-lasting impact and can be carried forward by local actors.

SCALE

We influence change at a scale that is commensurate with the scale of the challenges youth face.

QUALITY

We strive for quality in all that we do by grounding our work in evidence and learning to make the greatest possible contribution toward a better world for youth.

Kakuma,Kenya, feb 2017. bhar-il-naam Primary School Remedial Center. ©Lorenzo Moscia

WUSC'S ANTI-DISCRIMINATION, DIVERSITY, AND INCLUSION WORK

WUSC opposes all forms of racism and discrimination and is dedicated to ensuring equity and equality across all aspects of our organization and programming.

We recognize that we still have work to do on this path to becoming a truly anti-racist and anti-discriminatory organization. As part of this work, in 2020, WUSC established an internal Anti-Discrimination, Diversity, and Inclusion Committee to help advance our analyses and understanding of this critical topic. With the support of our committee, we aim to:

- Deepen our understanding of systemic racism and other forms of discrimination;
- Foster an organizational culture that is anti-racist and that promotes diversity and inclusion;
- Improve our ability to tackle discriminatory barriers and biases in a systemic way; and
- Decolonize the ways in which we work as an organization and in our programming.

Also in 2021, WUSC signed on to Cooperation Canada's new Anti-Racism Framework for Canada's International Cooperation Sector.

In addition to our internal standards, WUSC's work is guided by several national and international standards that support organizational excellence.

COOPERATION CANADA

As members of Cooperation Canada, Canada's independent national voice for international cooperation, we are signatories to its Code of Ethics and its core principles of organizational transparency, accountability and integrity.

forum

WUSC is a signatory to the Global Standard for Volunteering which ensures organizations that work through and with volunteers are both impactful and responsible. These standards are the result of global, multi-stakeholder consultation processes led by Forum, a global network of organizations involved in international volunteering.

YEAR AT A GLANCE

IN COLLABORATION WITH OVER

280

PARTNERS AROUND THE WORLD, WE REACHED MORE THAN

30,000

YOUTH AROUND THE WORLD.

WE BELIEVE THAT ACHIEVING A BETTER WORLD FOR YOUTH ALSO MEANS STRIVING FOR A BETTER WORLD FOR THEIR FAMILIES AND THEIR COMMUNITIES.

WE REACHED AN ADDITIONAL

14,000

INDIVIDUALS TO GROW THEIR BUSINESSES, ACCESS TRAINING AND SERVICES, AND IMPROVE THEIR LIVES

WE REACHED AN ADDITIONAL

1.8 M

INDIVIDUALS THROUGH MULTIMEDIA CAMPAIGNS THAT RAISED AWARENESS ON IMPORTANT ISSUES FOR YOUTH, LIKE GIRLS' EDUCATION

MORE THAN

3.6 M

ADDITIONAL PEOPLE STAND TO BENEFIT FROM THE CHANGES WE SUPPORT THROUGH OUR PARTNERS AROUND THE WORLD

A FOCUS ON YOUNG WOMEN

WE INVEST IN ADDRESSING THE BARRIERS THAT WOMEN FACE, RECOGNIZING THE MARGINALIZATION THEY EXPERIENCE AS WELL AS THE ROLE OF ADVANCING GENDER EQUALITY IN CREATING A BETTER WORLD.

67%

OF THOSE REACHED WERE WOMEN

A FOCUS ON REFUGEES

WE INVEST IN EDUCATION, ECONOMIC OPPORTUNITIES, AND EMPOWERMENT AS PATHWAYS TO IMPROVE THE AVAILABILITY AND QUALITY OF DURABLE SOLUTIONS FOR REFUGEES.

29%

OF THOSE REACHED WERE REFUGEES

AMERICAS

CANADA

Initiatives: 3 **Volunteers:** 1300 **Partners:** 123

- Education
- Economic opportunities
- Empowerment

PERU

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Other

CARIBBEAN

DOMINICA

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Economic opportunities
- Empowerment

GUYANA

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Economic opportunities
- Empowerment

JAMAICA

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Economic opportunities
- Empowerment

SAINT LUCIA

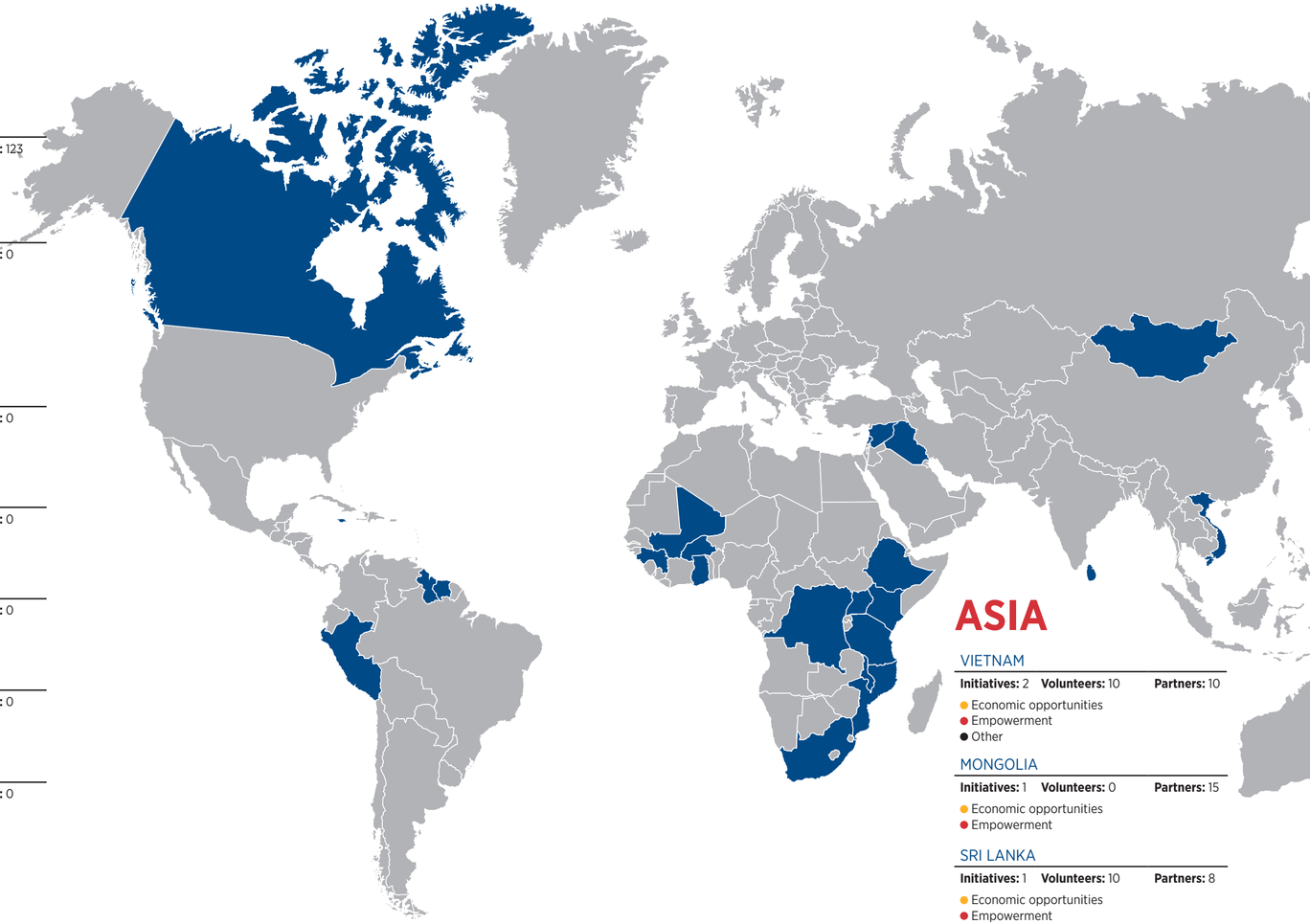
Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Economic opportunities
- Empowerment

SURINAME

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Economic opportunities
- Empowerment



ASIA

VIETNAM

Initiatives: 2 **Volunteers:** 10 **Partners:** 10

- Economic opportunities
- Empowerment
- Other

MONGOLIA

Initiatives: 1 **Volunteers:** 0 **Partners:** 15

- Economic opportunities
- Empowerment

SRI LANKA

Initiatives: 1 **Volunteers:** 10 **Partners:** 8

- Economic opportunities
- Empowerment

AFRICA

BURKINA FASO

Initiatives: 3 **Volunteers:** 6 **Partners:** 25

- Economic opportunities
- Empowerment
- Other

UGANDA

Initiatives: 3 **Volunteers:** 6 **Partners:** 13

- Education
- Economic opportunities
- Empowerment

GHANA

Initiatives: 4 **Volunteers:** 10 **Partners:** 22

- Economic opportunities
- Empowerment

MALI

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Education
- Empowerment

TANZANIA

Initiatives: 1 **Volunteers:** 0 **Partners:** 1

- Education
- Empowerment

ETHIOPIA

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Other

SOUTH AFRICA

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Other

DEMOCRATIC REPUBLIC OF CONGO

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Other

MOZAMBIQUE

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Other

KENYA

Initiatives: 7 **Volunteers:** 10 **Partners:** 12

- Education
- Economic opportunities
- Empowerment
- Other

MALAWI

Initiatives: 2 **Volunteers:** 16 **Partners:** 22

- Education
- Economic opportunities
- Empowerment

GUINEA

Initiatives: 2 **Volunteers:** 0 **Partners:** 0

- Economic opportunities
- Empowerment

SOUTH SUDAN

Initiatives: 1 **Volunteers:** 0 **Partners:** 4

- Education
- Empowerment

MIDDLE EAST

IRAQ

Initiatives: 1 **Volunteers:** 0 **Partners:** 14

- Economic opportunities
- Empowerment

JORDAN

Initiatives: 2 **Volunteers:** 1 **Partners:** 13

- Education
- Economic opportunities
- Empowerment

SYRIA

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Education
- Empowerment

LEBANON

Initiatives: 1 **Volunteers:** 0 **Partners:** 0

- Education
- Empowerment

EDUCATION

Through our education programming, we aim to improve young people's access to education, from upper primary to post-secondary, particularly among refugee and host communities.

In 2020, more than 1.5 billion children left primary and secondary school in response to public health measures aimed at slowing the spread of the pandemic. Meanwhile, the rapid rise in unemployment highlighted the urgent need to ensure continued access to post-secondary education. National education systems adapted to provide distance learning opportunities through radio and television-based classes, online tools, and peer support groups. Despite these new approaches, many youth, and especially girls, were put at risk of never returning to school again, as was the case during the Ebola crisis. This past year, we invested significant resources in ensuring that youth were able to continue learning during school closures and were well supported to return to the classroom upon reopening.

GIRLS' EDUCATION IN CRISIS SETTINGS

One of the ways through which we support girls' learning, is by providing cash transfers that provide families with flexible financial resources. These resources help ensure that household needs are met without impacting their ability to send their daughters to school. Due to the increased risk of girls and young women resorting to survival sex work as a result of the pandemic and resulting lockdowns, WUSC doubled the number of cash transfer recipients among refugee and host community girls and their families in Kakuma and Dadaab Refugee Camps with funding from Global Affairs Canada and the UK Foreign, Commonwealth & Development Office. A total of 5,740 girls and their families received cash assistance this past year.

Evidence from back-to-school data gathering in the spring of 2021 has shown that girls who received cash transfers throughout the pandemic returned to school much more quickly than those who did not; in Kenya, 87% of girls who received cash transfers returned back to school immediately (compared to 76% of all refugee students in the country). This has helped to reduce the learning gap for these students, increasing the likelihood that they will be able to progress to the next grade level next year.

STORY OF CHANGE

87% of girls who received support from WUSC through cash transfers in Kenya returned back to school immediately after the reopening.

Overall school attendance for cash transfer recipients in Kenya in the first term back to school was 10% higher than for girls who did not receive cash transfers. Families reported that the additional financial resources allowed them to support access to learning during the closures, such as private tuition or education materials; to purchase food, clothes, and other necessary personal items; and to ensure that girls were able to purchase protective equipment such as masks and medicine.

WUSC also worked with teachers and caregivers in the community to help girls and young women navigate the stress of the pandemic while they were out of school. In Uganda, 214 teachers and caregivers were trained to provide counselling to out-of-school learners and to their parents. To support teachers once schools reopened, WUSC also shifted its teacher training on basic pedagogy and gender-responsive teaching to a blended

methodology. The majority (96%) of teachers reported being satisfied with the blended approach, though they noted some limitations such as the trainers' ability to model all of the techniques that are typically used in face-to-face instruction.

For young women to return to the classroom, they must also have the support of their families and communities. Radio is one of the tools WUSC uses to reach communities with important messages on the importance of continuing to invest in girls' education. Together with Africa Voices Foundation, and with funding from Global Affairs Canada and the UK Foreign, Commonwealth & Development Office, we mobilized our existing network of radio broadcasters to adapt their radio programs to focus on the need to continue to support girls and young women during the pandemic, focusing on particularly marginalized groups. Radio programming over this past year shifted to focus on opening up discussions around pressing challenges young women faced during the pandemic, such as early marriage and pregnancy.

To further address the disproportionate impact of the pandemic on the health and livelihoods of young mothers, WUSC implemented a new approach to community engagement, using the power of peer support to connect with young mothers and pregnant adolescents. We worked closely with young women and their families to engage in discussions around sexual and reproductive health rights, sexual and gender-based violence, and reducing the stigma against young mothers.

Through awareness-raising activities such as these, we have engaged 95,660 members of the community with important information that is improving young people's access to quality education. For example, participants of our interactive radio programming have told us that the program has been helpful in discouraging early and forced marriage in their community and in providing young women with information on topics otherwise considered taboo, such as sexual and gender-based violence.

Looking ahead, with the recent launch of three new girls' education projects in Kenya, Mali, South Sudan, Syria, and Uganda, WUSC is applying the learnings from our experience this past year to ensure fewer girls are left behind by the pandemic.

Kakuma,Kenya, feb 2017. Refugee Camp Kadujli Primary School.

PROGRAMMING PRINCIPLE IN ACTION : SUSTAINABILITY

Achieving sustainability is particularly challenging in refugee contexts which are, by design, temporary. That's part of the reason WUSC invests so much in community engagement in its education programming. Whether it's supporting attitude changes towards the value of girls' education, strengthening school boards and parent associations, or influencing policy change through evidence-based research, community engagement is key to ensuring more girls realize their educational goals regardless of what new changes and challenges they may face.

IMPROVING ACCESS TO POST-SECONDARY EDUCATION

Financing remains one of the greatest barriers to post-secondary education. Many models exist to help students overcome the financial burden of university or college tuition and related expenses. In 2019, WUSC partnered with Brighter Investment to increase the number of young women supported by their higher education loans in Ghana which are repaid only upon graduation and securing employment. Through their more robust income sharing model (compared to a traditional loan model) many students supported through Brighter Investment had to delay their repayments due to the pandemic but did not default. While the unemployment rate of graduates supported through Brighter Investment rose to 29% this past year, we are confident that their educational achievements will help them find rewarding careers soon. To support this effort, Brighter Investment partnered with a recruitment agency to help facilitate more direct placement of graduates into jobs.

STORY OF CHANGE

Despite the rise in unemployment rates due to the economic crisis, Brighter Investment's robust income sharing model helped ensure no student would default on their loan.

Around the world, only 5% of refugees have access to higher education, a figure that is significantly lower than the global average of 40%. In 2020 - 2021, we supported 137 refugee youth to access post-secondary education and resettlement in Canada through our Student Refugee Program. This past year's cohort faced new challenges as they began their post-secondary studies during the pandemic. Nevertheless, these students demonstrated incredible resiliency in adapting to online learning in a new country with the support of campus-based WUSC Local Committees who helped make the transition to life on virtual campus a little easier. Read more about this work in the Durable Solutions section on page 19.

To address the higher education gap for refugees at a larger scale, we have partnered with Mastercard Foundation to launch a new initiative which seeks to develop a more enabling and inclusive environment for refugee and displaced youth, empowering them to more fully participate in society. WUSC is supporting the Mastercard Foundation's Scholars Program Partners in the meaningful recruitment and inclusion of refugee and displaced youth in the program, and preparing them to successfully transition to work upon graduation. Through this work, Mastercard Foundation will support 2,500 refugee students to access higher education over the next ten years.

In 2020 - 2021, WUSC also supported 234 post-secondary students from 33 countries, including 12 students who were able to begin their studies remotely, through Canada's Programme canadien de bourses de la Francophonie (PCBF), in partnership with the Canadian Bureau for International Education (CBIE). This program, which supports professionals from developing countries of La Francophonie to study at Canadian universities,

seeks to improve the professional knowledge of scholarship recipients and the effectiveness of the organizations they work for upon return. This past year, we launched a capacity-building program to help strengthen scholars' leadership skills, influence, and political acumen. We also partnered with École nationale d'administration publique (ENAP) to provide training to two cohorts of scholars on the integration of the Sustainable Development Goals (SDGs) into public policy. Those who have returned to their home organizations have used their new knowledge and skills to contribute to sustainable development. For example, one student from Burkina Faso - Madame Awa Barro - has led the development of new cropping methods to reduce the use of pesticides in her role with the Ministry of Agriculture and Water Resources.

STORY OF CHANGE

Madame Awa Barro has led the development of new cropping methods to reduce the use of pesticides in her role with the Ministry of Agriculture and Water Resources in Burkina Faso.

KEY ACTIVITIES

2020 - 2021

406 TEACHERS TRAINED THROUGH A NEW BLENDED ONLINE AND IN-PERSON APPROACH

3,433 GIRLS RECEIVING ONLINE EXTRA-CURRICULAR SUPPORT

5,740 FAMILIES RECEIVING CASH ASSISTANCE

95,660 PEOPLE ENGAGED THROUGH AWARENESS-RAISING ACTIVITIES ON GIRLS' EDUCATION

526 YOUTH ACCESSING HIGHER EDUCATION

130 UNIVERSITY, COLLEGE, AND CEGEP CAMPUS PARTNERS

In partnership with Canada

Foreign, Commonwealth & Development Office

mastercard foundation

Dadaab, Kenya, March 2017. Dadaab Primary (host)
© Lorenzo Moscia

ECONOMIC OPPORTUNITIES

Through our economic opportunities programming, we are preparing youth for employment and income generation while helping to make markets more inclusive of young and marginalized people.

The pandemic and associated economic crisis have created significant challenges for employment and income generation for young people. Unemployment rates are rising, with a disproportionately negative impact on youth and women. This past year was a significant year of adaptation and change within our Economic Opportunities programming.

PREPARING YOUTH FOR REWARDING CAREERS

In response to the closure of learning centres, we quickly adapted our Global Affairs Canada-funded TVET education programs in Jordan, Iraq, and Vietnam to online delivery to support 178 learners. Focusing on retaining the quality of learning, we saw notable improvements in the participation of students. For example, online programming alleviated some of the mobility challenges that young women in Jordan face in accessing in-person training due to the unavailability of safe and affordable transportation. To ensure quality would not be compromised by the switch to remote learning, we also coordinated training for the trainers on how to navigate the different virtual platforms used for blended learning which the government asked us to scale up across the country, benefitting even more learners. More than two-thirds of women who completed the online training program in Jordan reported high levels of satisfaction and felt they had increased their employability as a result. This is a particularly impressive result in a country where there is a stigma against online learning. As a result of this positive feedback, we are now working with partners to continue offering blended learning opportunities past the shutdown period.

STORY OF CHANGE

More than two-thirds of women who completed online training in Jordan reported high levels of satisfaction.

Globally, the economic impacts of the pandemic have also had significant negative impacts on the employability of young graduates, particularly young women. Looking ahead in Ghana, WUSC is responding to these challenges by facilitating access to employment opportunities in non-traditional, high-growth sectors, such as construction, for young women through programming.

PROGRAMMING PRINCIPLE IN ACTION : CONTEXTUAL RELEVANCE

Our understanding of the contexts in which we work depends greatly on the relationships we build with our local partners. By working closely with training centres in Iraq, we were able to gradually identify reform ‘champions’ who are able to adapt our TVET programming to their institutional context to drive internal change. This process takes time, and context is always evolving, highlighting the importance to build strong, trusting relationships with partners.

SUPPORTING YOUNG ENTREPRENEURS

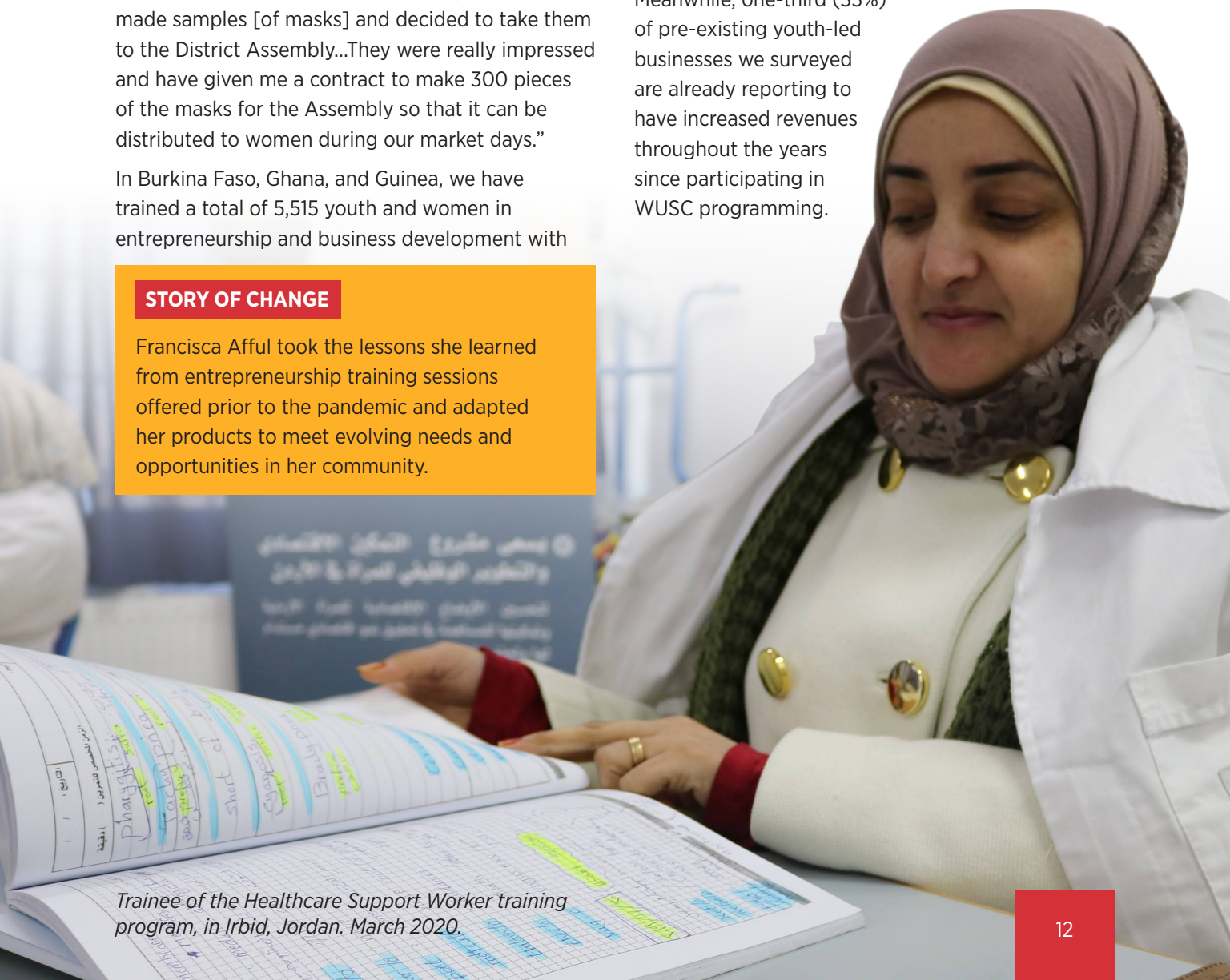
While the pandemic presented many challenges, it also created opportunities for entrepreneurs to meet evolving needs within their communities. For example, WUSC's entrepreneurship programming in Ghana adapted to support women to produce face masks and other forms of Personal Protective Equipment (PPE) to be sold on the local market. Francisca Afful, who had attended multiple entrepreneurship and gender equality training sessions supported by WUSC before the pandemic told us: "[The pandemic] has really affected my business and sales. During the entrepreneurial and technical training, I learned how to make other products from off-cuts or waste of my fabrics…I made samples [of masks] and decided to take them to the District Assembly…They were really impressed and have given me a contract to make 300 pieces of the masks for the Assembly so that it can be distributed to women during our market days."

In Burkina Faso, Ghana, and Guinea, we have trained a total of 5,515 youth and women in entrepreneurship and business development with support from Global Affairs Canada. We have also supported more than 783 existing businesses, associations, and cooperatives with capacity-building and coaching to help their businesses grow. In the three countries, 361 entrepreneurs have been supported through grants, totalling CAD$ 150,000.

WUSC's entrepreneurship programming is continuing to yield positive results in income generation among youth-led businesses. More than one-third (38%) of the youth entrepreneurs we surveyed reported to have already started a business with WUSC's support. Meanwhile, one-third (33%) of pre-existing youth-led businesses we surveyed are already reporting to have increased revenues throughout the years since participating in WUSC programming.

STORY OF CHANGE

Francisca Afful took the lessons she learned from entrepreneurship training sessions offered prior to the pandemic and adapted her products to meet evolving needs and opportunities in her community.



Trainee of the Healthcare Support Worker training program, in Irbid, Jordan. March 2020.

SUPPORTING INNOVATIVE, INCLUSIVE AND CLIMATE-SMART ECONOMIES

Now more than ever, businesses and organizations need to be nimble and creative to adapt to quickly evolving opportunities and priorities among their customers and clients. To support such innovative practice by our partners, WUSC launched its first Partner Innovation Fund this past year with support from Global Affairs Canada. The fund has supported a range of economic partners connected to WUSC's volunteering for development programming in Uganda, Malawi, Ghana, and Vietnam, all of which focus on enabling access to employment and entrepreneurship for marginalized young people. Eight partners (out of 24 applicants) were selected to receive a total of CAD$ 323,000 to support their pilot projects, as well as support from WUSC volunteers. The inaugural fund recipients launched solutions that enabled businesses and organizations to maintain services during the pandemic, from a new partnership model launched in Ghana between rural franchisee entrepreneurs and microfinance institutions to a new online incubation platform launched in Vietnam for young social entrepreneurs.

For refugees, access to economic opportunities remains a significant challenge. Further mobility restrictions in refugee camps as a result of the pandemic have further exacerbated the situation for many displaced communities. To promote the greater inclusion of refugees in the economy, WUSC is piloting a new initiative that links refugee youth in Kenya to employment opportunities and resettlement in Canada. Read more about this work in the Durable Solutions section on page 19. Also in Kenya, we have launched two new initiatives that are providing refugee entrepreneurs, especially young women, with improved access to training and business support services to help improve business and employment outcomes for refugees and host communities in Kenya.

In addition, this past year, we launched new programming to support inclusive and sustainable agriculture in five Caribbean countries: Dominica, Guyana, Jamaica, Saint Lucia, and Suriname. Through this initiative, we aim to engage 300 organizations and 12,000 farmers in 25 agricultural markets to nurture and scale more inclusive and sustainable economies. We also secured funding to start a new initiative to address challenges and opportunities for women to grow climate-related businesses in sub-Saharan Africa, in collaboration with the Aga Khan Foundation of Canada and the Aspen Network of Development Entrepreneurs.

Sabina Opoku, Hairdresser, Wassa East District, Ghana. May 2018.

KEY ACTIVITIES

2020 - 2021

141

TVET INSTRUCTORS AND ADMINISTRATORS TRAINED

178

STUDENTS PARTICIPATING IN NEW BLENDED LEARNING PILOTS WITH TVET CENTRES

1,598

PEOPLE ACCESSING ENTREPRENEURSHIP TRAINING AND SUPPORTS

In partnership with Canada

Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada

mastercard foundation

Hoa Sua School of Tourism © Frederic Seguin

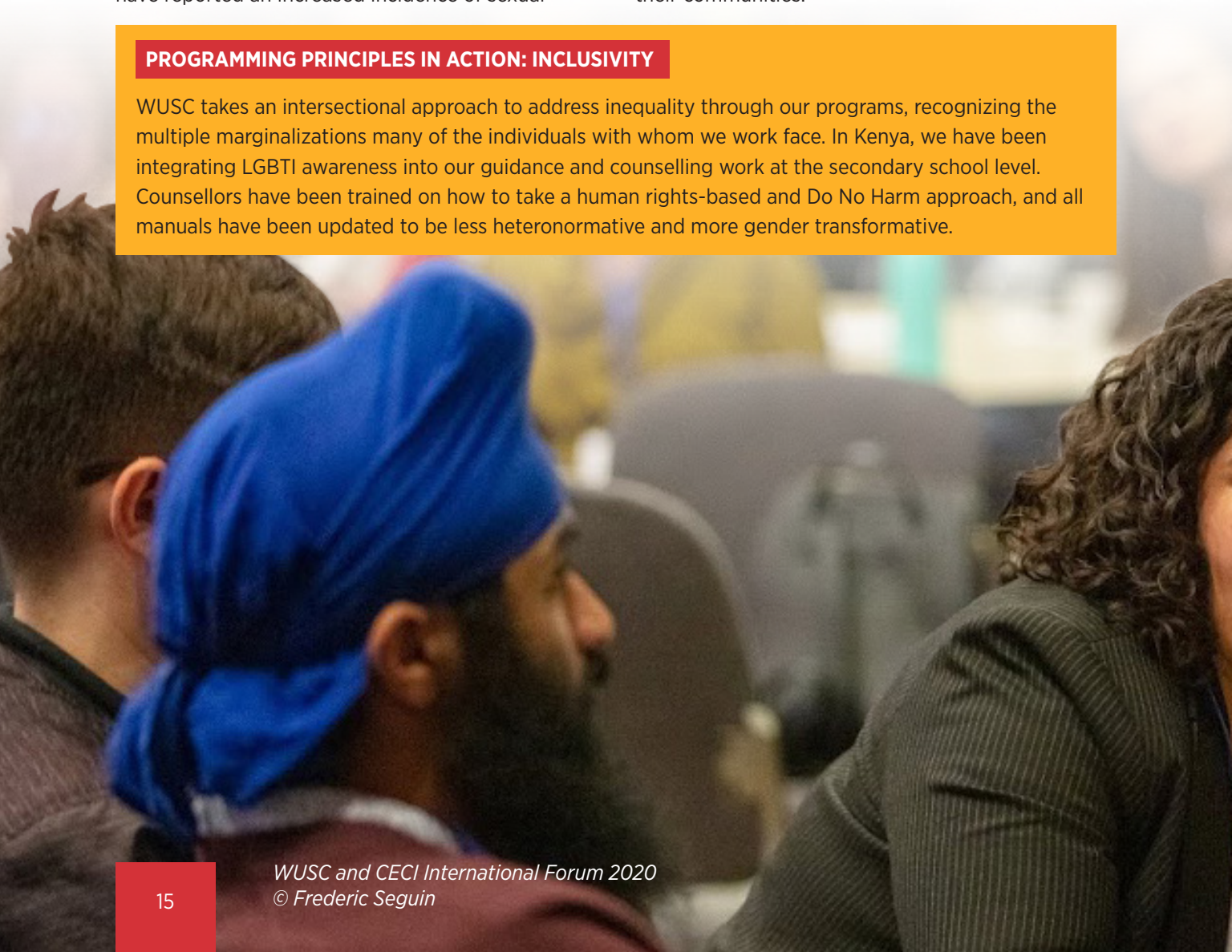
EMPOWERMENT

Through our empowerment programming, we are nurturing youth leadership and life skills development while overcoming the barriers that perpetuate discrimination and marginalization.

The challenges of the past year have further exposed the deep structural inequalities that shape how marginalized people experience crises. For example, young women, who face double discrimination due to their age and gender, have reported an increased incidence of sexual violence over the past few months. During this past year, WUSC redoubled our efforts to overcome inequalities throughout our work, taking an intersectional approach to address the various ways that people are marginalized and excluded within their communities.

PROGRAMMING PRINCIPLES IN ACTION: INCLUSIVITY

WUSC takes an intersectional approach to address inequality through our programs, recognizing the multiple marginalizations many of the individuals with whom we work face. In Kenya, we have been integrating LGBTI awareness into our guidance and counselling work at the secondary school level. Counsellors have been trained on how to take a human rights-based and Do No Harm approach, and all manuals have been updated to be less heteronormative and more gender transformative.



WUSC and CECI International Forum 2020
© Frederic Seguin

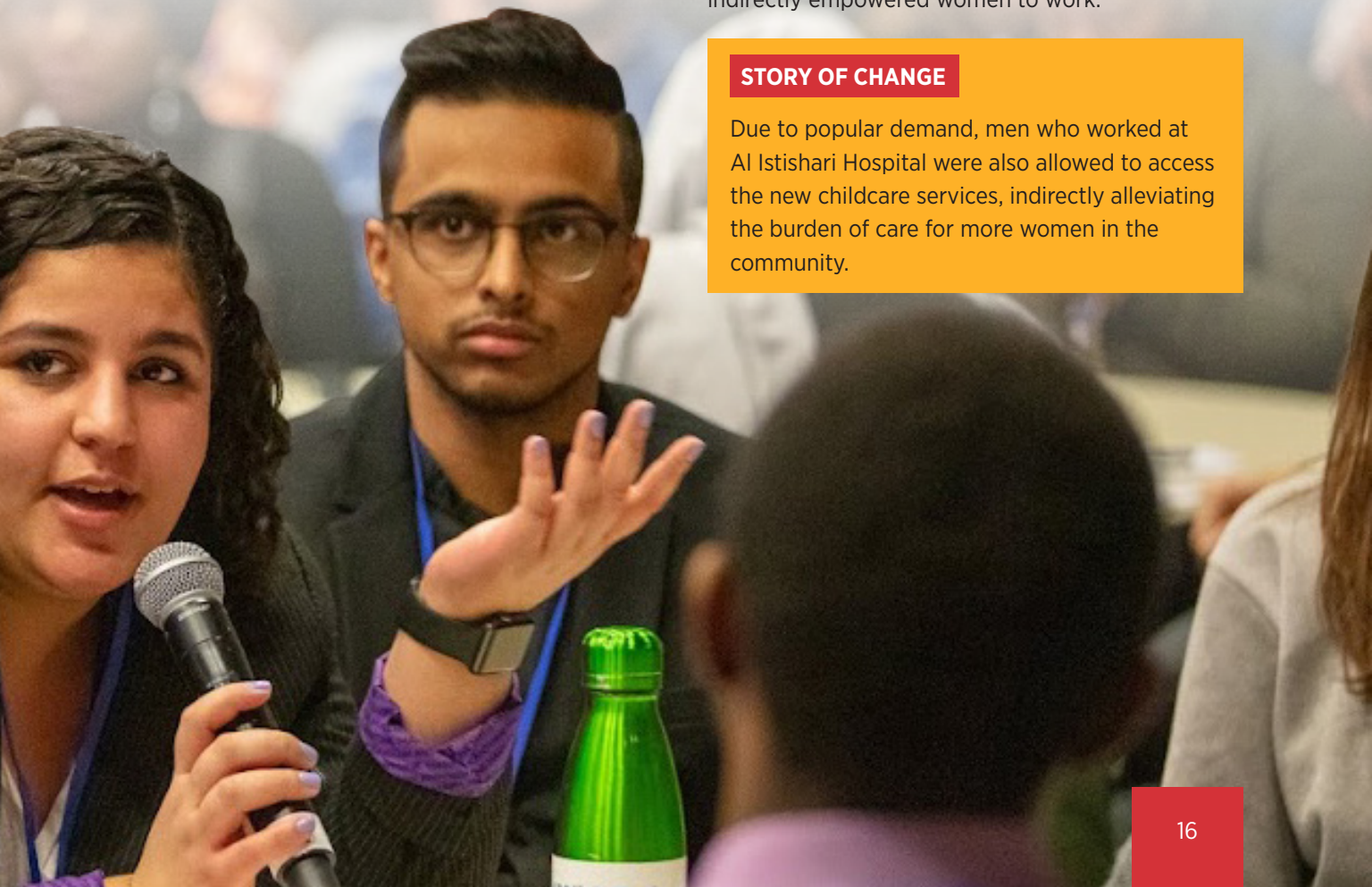
ADDRESSING GAPS IN SERVICES

Marginalized communities are often underserved by the solutions and services designed to meet the needs of large populations. As a result, sometimes they must fill these gaps themselves, as is the case with the often overlooked burden of unpaid care duties which continue to be a major barrier to women's full participation in the economy and in society. Young mothers, in particular, are often unable to afford childcare support that would allow them to complete their studies or training, or enter the workforce. At the same time, those who work in the care economy are often underpaid and undervalued.

In Jordan, WUSC has worked with local training providers and employers to tackle both sides of the care economy with support from Global Affairs Canada. With training providers, WUSC has facilitated the development of the country's first accredited training program in Early Childhood Development. Although school closures prevented the full cohort of students from participating this year, we anticipate 50 trainees to be enrolled in this pilot program. Meanwhile, WUSC partnered with two local organizations - a private hospital and a training centre - to establish on-site childcare facilities. Our goal was to demonstrate a business case for employer-provided childcare services that could be replicated by other organizations. Together, we demonstrated the high demand for childcare services; in this first pilot year, 40 young women directly accessed childcare services. As Dr. Mosa Alsaleh at the Al Istishari Hospital told us, the impact extended to many other families as well: "In the beginning, we prioritized female staff to register their babies but later, male workers were permitted to register their babies as well. As such, we allowed their wives to have 8 hours of free time and gave them the chance to seek employment. Thus we indirectly empowered women to work."

STORY OF CHANGE

Due to popular demand, men who worked at Al Istishari Hospital were also allowed to access the new childcare services, indirectly alleviating the burden of care for more women in the community.



MOBILIZING RESOURCES

Another important way to address inequality is by ensuring resources reach the hands of those embedded within marginalized communities themselves. All too often, these grassroots and community-based organizations and movements are overlooked, yet they are best placed to identify needs and drive change in their communities. The Equality Fund Initiative, a partnership of Equality Fund, Toronto Foundation, and WUSC, seeks to change this by building a permanent fund that provides flexible and multi-year grants to women's organizations and feminist movements supporting women, girls, and non-binary peoples from a diversity of backgrounds and identities. WUSC's role is to strengthen the capacity of the grantmaking and finance teams while providing financial and compliance oversight to the grantmaking operations during the initial scale-up of operations. This past year focused predominantly on applying feminist principles to the design of the fund, from the grant-making strategy to the investment strategy. A total of $5.5 million in grants was disbursed to 128 organizations, 39% went to grantees in Africa, 25% in Asia, 20% in Latin America, 10% in the Middle East and 6% in Europe.

AMPLIFYING VOICES

Listening to the perspectives and ideas of those experiencing exclusion is essential to overcoming the root causes of inequalities. Refugee youth, especially those living in camp environments, too often find themselves as recipients of services or programs over which they have no control. This past year, with the Mastercard Foundation, WUSC established the DREEM Youth Advisory Committee. The Committee, composed of displaced youth, provides strategic guidance to WUSC and ensures that youth voices shape what we do from the outset. As committee member Jean Marie Ishimwe told us, "Being part of the committee allows me to share the stories and challenges that refugees in my community face and allows me to be a part of the conversation to create a better future for refugee youth, a future that is receptive and includes them, and a future that provides more educational livelihood empowerment projects."

STORY OF CHANGE

By participating in the DREEM Youth Advisory Committee, Jean Marie feels he is part of the conversation to create a better more inclusive future for refugee youth.

Similarly, over the past two years, WUSC formalized the engagement of graduates of our Student Refugee Program through a new alumni advisory committee to guide and participate in our programming in a variety of ways. In 2021, another Student Refugee Program graduate joined the newly created Refugee Education Council which supports the Government of Canada's Together for Learning campaign designed to promote quality education and lifelong learning for forcibly-displaced children and youth. In February 2021, WUSC hosted a virtual Fireside Conversation with three young refugee education advocates from around the world (including two participants from the Refugee Education Council) and Canada's Minister for International Development, the Honourable Karina Gould, to discuss the importance of this new campaign and how Canada can support young refugees.

KEY ACTIVITIES

2020 - 2021

40

WOMEN AND THEIR FAMILIES BENEFITING FROM PILOT CHILDCARE PROGRAM IN JORDAN

128

WOMEN'S ORGANIZATIONS ACCESSING RESOURCES TO ADVANCE EQUALITY IN THEIR COMMUNITIES

28

REFUGEE YOUTH PARTICIPATING IN WUSC ADVISORY COMMITTEES

Foreign, Commonwealth & Development Office

In partnership with Canada

IDRC · CRDI
International Development Research Centre
Centre de recherches pour le développement international

mastercard foundation

Immigration, Refugees and Citizenship Canada
Immigration, Réfugiés et Citoyenneté Canada

Canada

2019 Uniterra International Seminar participants in Malawi discuss their research project. © Mphatso Dumba

DURABLE SOLUTIONS FOR REFUGEES

Through our durable solution programming, we are improving the quantity and quality of durable solutions—including resettlement and complementary pathways, local or regional integration, and voluntary return—for young refugees.

The COVID-19 pandemic and resulting restriction on mobility have significantly impacted the ability of refugees to secure a durable solution through voluntary repatriation, local integration, or resettlement. In 2020, despite a 40% increase in populations in urgent need of protection, there was a 69% decline in resettlement. Out of the 34,400 refugees resettled globally in 2020, 9,200 refugees were resettled to Canada, 137 of whom were sponsored through WUSC's Student Refugee Program.

Through our work aimed at expanding complementary immigration pathways for refugees, we are continuing to find innovative ways to directly improve both the quality and quantity of durable solutions to displacement. This past year saw continued growth in our network of sponsoring partners, with seven new institutions joining the program. In the 2020 - 2021 school year, we resettled 137 students to Canada, reaching a cumulative total of more than 2,200 students since the program began. Nearly half of the students supported (45%) were women, up from 23% in 2016. WUSC has been working toward gender parity in the program for several years, including through the work we do in refugee camps to improve girls' access to quality education at the upper primary and secondary levels.

STORY OF CHANGE

Over the past five years, WUSC has nearly closed the gender gap in refugees supported through the Student Refugee Program.

As we continue to grow our flagship initiative, this past year we also focused our efforts on innovations in durable solutions by way of new complementary pathways to resettlement. Through the launch of our new HIRES initiative, supported by Immigration, Refugees and Citizenship Canada, we look to further expand access to economic opportunities for refugee youth and facilitate their stronger economic integration into the Canadian labour market. Through this initiative, we engaged four new sponsorship groups through three champion employers in Tofino. This fall, nine refugee youth are set to arrived in British Columbia to participate in six weeks of training at Camosun College in Victoria before commencing their new roles in British Columbia's hospitality sector.

On the global stage, we have continued to demonstrate our leadership in creating a better world for refugee youth. In 2020, WUSC took on a new role as the Co-Chair of the Global Task Force on Third Country Education Pathways in partnership with the United Nations High Commissioner for Refugees (UNHCR). This Task Force will include multiple-stakeholders and includes the development of a Community of Practice and opportunities for peer organizations and countries to support each other on the development of education pathways for refugees. As part of these efforts, we have played leadership roles in organizing and as presenters in several events. For example, at the Annual Tripartite Consultation on Resettlement, we presented on the impact of the pandemic on education pathways for refugees. At a high-level dialogue on community sponsorship comparing innovations from Italy and Canada, we shared our

best practices on refugee resettlement, building on our more than 40 years of experience. WUSC also participated in consultations with the European Commission and government entities from around the world responsible for migration-related strategies.

Across WUSC's programming, we support young refugees with portable skills and experiences, education and economic opportunities, designed to support them regardless of whether they eventually return to their country of origin, integrate locally or regionally, or access resettlement to a safe third country. You can read more about this work throughout this report.

PROGRAMMING PRINCIPLES IN ACTION: SCALE

For several years, WUSC has engaged with peer organizations and government institutions to replicate and adapt our successful Student Refugee Program model in other countries. This work has generated great interest from the United States, the United Kingdom, and other countries. This past year, our partner in Mexico, the Habesha Project, successfully launched their own education pathway program following capacity-building support from WUSC with funding from Immigration, Refugees, and Citizenship Canada.

KEY ACTIVITIES

2020 - 2021

137 REFUGEES RESETTLED

9 COUNTRIES OF ORIGIN

1,300+ PEER SUPPORT VOLUNTEERS AT CANADIAN POST-SECONDARY INSTITUTIONS AND EMPLOYERS

116 UNIVERSITY, COLLEGE, AND CEGEP CAMPUS PARTNERS

Ontario
Ministry of Training, Colleges and Universities
The Shapiro Foundation
Immigration, Refugees and Citizenship Canada
Immigration, Réfugiés et Citoyenneté Canada

VOLUNTEERING FOR DEVELOPMENT

Through our volunteering for development activities, we are engaging Canadians to support WUSC's mission and the missions of our partner organizations to create a better world for all young people.

This past year was a very unusual one for international volunteering, and our partners needed our support more than ever. WUSC, our volunteers, and our partners had to get creative and embrace innovation in order to continue to offer capacity-building resources. WUSC developed an ambitious e-volunteer program that allowed Canadian volunteers to continue to support partner organizations remotely during the pandemic.

In total, we mobilized 70 volunteers this past year, many of whom joined us through our new Global Affairs Canada-funded volunteer cooperation project, Innovative Global Networks for Inclusion and Equality (IGNI+E). We onboarded 64 new partner organizations through this initiative from Ghana, Uganda, Malawi, Kenya, Sri Lanka, and Vietnam. In the first year of this program, WUSC also provided training to 350 volunteers and global development ambassadors to strengthen their capacities to contribute to Canada's global development efforts through volunteering and public engagement efforts.

Volunteers and partners alike endured a steep learning curve this past year to engage in digital capacity strengthening activities and operations. WUSC responded with the provision of virtual training for partners to review best practices in working with e-volunteers, including virtual volunteer management and engagement, managing expectations, and communications. With determination and innovation, partners and volunteers worked hard to innovate, co-create and use the digital space to their advantage, and these initiatives paid off. Despite the fact that many of our volunteers and partners engaged remotely this past year, satisfaction remained high.

STORY OF CHANGE

Despite the fact that many of our volunteers and partners engaged remotely this past year, satisfaction with the collaboration remained high.

Several IGNI+E partners have reported early improvements in their capacities and levels of confidence to develop, test, and scale gender-responsive and environmentally sustainable initiatives as a result of the support they received from volunteers. Partners also reported improved capacities including knowledge, skills and awareness in program implementation and program development, gender equality, environmental sustainability, business development, communications, monitoring, evaluation and learning, and improving stakeholder engagement. More than 11,500 people, three-quarters of whom are youth, accessed these improved services from our partners, over half of whom were women and refugees.

STORY OF CHANGE

More than 11,500 people stand to benefit from services improved through collaboration between our partners and volunteers.

PROGRAMMING PRINCIPLE IN ACTION: QUALITY

To promote excellence in international volunteering, this past year WUSC participated in a panel discussion hosted by the International Association for Volunteer Effort (IAVE) and the International Forum for Volunteering in Development (Forum) on the newly launched Global Standards for Volunteering for Development. Speaking with volunteer organizations from around the world, WUSC helped demonstrate how the standards can advance better practice for responsible and impactful volunteering.

KEY ACTIVITIES

2020 - 2021

70

VOLUNTEERS MOBILIZED

64

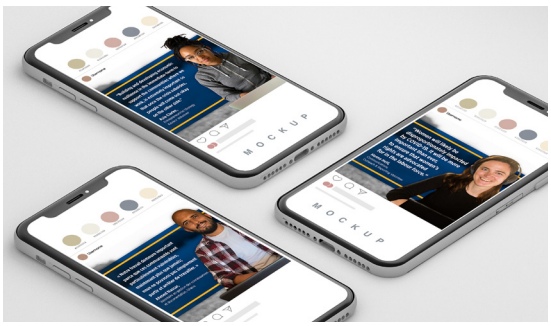
PARTNER ORGANIZATIONS SUPPORTED

2,914

VOLUNTEER-DAYS OF SUPPORT PROVIDED TO PARTNERS

In **partnership** with Canada

PUBLIC ENGAGEMENT & KNOWLEDGE SHARING



APRIL 2020

Celebrated Canada's national volunteer week by profiling some of the incredible volunteers who helped launch our first-ever e-volunteer stream.

JUNE 2020

Presented on the impacts of COVID-19 on education pathways at UNHCR's Annual Tripartite Consultation on Resettlement.

APRIL | MAY | JUNE | JULY | AUGUST | SEPTEMBER

MAY 2020

Moderated a panel with Equality Fund and Oxfam Canada on engaging women's rights organizations in Canada's feminist response to COVID-19.

AUGUST 2020

Discussed COVID-19 adaptations in refugee education contexts in a webinar hosted by McGill's Women's Empowerment in Development (WED)-Lab.

SEPTEMBER 2020

Joined a national effort to ensure no one is left behind by the pandemic through Cooperation Canada's End COVID Everywhere campaign.

OCTOBER 2020

Volunteers from across Canada brought out their bikes and laced up their shoes for the annual Ride for Refuge, raising funds and awareness for the Student Refugee Program.

DECEMBER 2020

Celebrated international volunteer day with a special event for our volunteers and alumni, co-hosted with CECI.

OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH

NOVEMBER 2020

Organized a panel discussion on preventing and addressing global-based violence with WUSC partners as part of 16 Days of Activism against Gender-Based Violence.

FEBRUARY 2021

Held the first-ever virtual edition of our long-running International Forum, including a special Fireside Chat with the Honourable Karina Gould and three young advocates for refugee education in support of Canada's Together for Learning campaign.

international forum
forum international

VIRTUAL EDITION | ÉDITION VIRTUELLE

2020 - 2021 MEMBERS

Acadia University
Alexander College
Algoma University
Algonquin College
Ashbury College
Bishop's University
Bow Valley College
Brandon University
Brighton College
British Columbia Institute of Technology
Brock University
Camosun College
Canadore College
Carleton University
Cégep Garneau
Cégep Heritage College
Cégep de Jonquière
Cégep de Lévis-Lauzon
Cégep Limoilou
Cégep Marie-Victorin
Cégep de Matane
Cégep de Sherbrooke
Cégep du Vieux Montréal
Cégep Édouard-Montpetit
Cégep régional de Lanaudière à Terrebonne
Champlain Regional College - Lennoxville
Collège d'Alma
Collège de Maisonneuve
Collège Montmorency
Columbia College
Concordia University
Confederation College
Dalhousie University - Agricultural Campus
Durham College
HEC Montréal
Humber College
Huron University College
King's University College
Kwantlen Polytechnic University
La Cité
Lakehead University
Laurentian University
MacEwan University
Manitoba Institute for Trades and Technology (MITT)
McGill University
McMaster University
Memorial University of Newfoundland
Mount Allison University
Mount Royal University
Mount Saint Vincent University
Niagara College
Nipissing University
North Island College
Northern Lights College
Nova Scotia Community College
Ontario Tech University
Pearson College
Queen's University
Red River College
Ryerson University
Saint Mary's University
Sault College
Seneca College
Sheridan College
Simon Fraser University
St. Francis Xavier University
Thompson Rivers University
Trent University
Université de Hearst
Université de Montréal
Université de Saint Boniface
Université de Sherbrooke
Université du Québec

- à Montréal ●
- en Outaouais ●
Université Laval ● ●
University of Alberta ●
- Campus Saint-Jean ●
University of British Columbia ● ●
- Okanagan Campus ●
University of Calgary ●
University of Guelph ● ●
University of King's College ●
University of Lethbridge ●
University of Manitoba ● ●
University of New Brunswick
- Saint John Campus
University of Northern British Columbia ● ●
University of Ottawa ● ●
University of Prince Edward Island ● ●
University of Regina ● ●
University of Saskatchewan ● ●
University of the Fraser Valley ●
University of Toronto ●
- Innis College ●
- Mississauga Campus ●
- New College ●
- Scarborough Campus ●
- Trinity College ●
- University College ●
- Victoria College ●
- Woodsworth College ●
University of Victoria ● ●
University of Waterloo ● ●
University of Windsor ● ●
University of Winnipeg ●
Vancouver Island University ● ●
Vanier College
Western University ● ●
Wilfrid Laurier University ● ●
- Brantford Campus ●
York University ● ●
- Glendon Campus ●
Yukon University ●
Al Friesen ●
Angèle Touchette ●
Edwin Harris ●
Jean-Guy Trépanier ●
Marc Dolgin ●
Maria Barrados ●
Michel Chaurette ●
Pierre Le François ●
Scott Sterns ●
Fred Sexsmith ●
Rosanne Gasse ●
Jerry Antoniak ●

● General Member
● Institutional Member
● Local Committee

WUSC Local Committee members at Simon Fraser University take a trip to Whistler

2020 - 2021 INITIATIVES

Accelerating Women Climate Entrepreneurs (AWCE)

Developing investment ecosystems for women climate entrepreneurs, and economic intermediaries, as well as a road map for future GAC interventions.

Uganda, Kenya, Tanzania, Nigeria, South Africa, Malawi

Global Affairs Canada

Adolescent Girls' Education in Crisis Initiative (AGENCI)

Enhancing the empowerment of adolescent girls and female youth pursuing educational pathways in crisis affected areas.

South Sudan, Syria, Uganda

Global Affairs Canada

Bolstering Reconstruction in Iraq through Development, Growth and Employment (BRIDGE)

Strengthening the quality and relevance of technical and vocational education and training for conflict-affected youth.

Iraq

Global Affairs Canada

Beyond Zero Harm (BZH)

Testing the BZH framework--a participatory process for discussing, defining, measuring and analyzing community well-being--in mining communities.

Burkina Faso, Ghana, Guinee

IDRC

Displaced and Refugee youth Enabling Environment Mechanism (DREEM)

Addressing the needs and aspirations of refugee and displaced youth by enhancing employment, entrepreneurship and employment pathways.

Kenya and various

Mastercard Foundation

Field Support Services (FSSP)

Providing management and technical assistance to improve the delivery of Canadian overseas development assistance.

Democratic Republic of Congo, Ethiopia, Kenya, Mozambique, Peru, South Africa, Vietnam

Global Affairs Canada

Hospitality Industry welcomes Refugee Employment-linked Sponsorship (HIRES)

Resettling refugee youth through a unique private sponsorship pathway that partners with Canadian businesses.

Canada, Kenya

Immigration, Refugees and Citizenship Canada

Equality Fund Initiative

Support the scaling up of the Equality Fund in its mission to fund women's rights organizations and feminist movements across the globe.

Various

Global Affairs Canada & others

Inclusive Climate Chante Adaptation for a Sustainable Africa (ICCASA)

Building the capacity of policy makers and climate negotiators to integrate gender into national climate change policies.

Various

African Development Bank Group

Innovation in Non-traditional Vocational Education and Skills Training (INVEST)

Building sustainable pathways to enhanced economic empowerment, well-being and inclusive growth for young women in Accra, Kumasi, and Sekondi-Takoradi.

Ghana

Global Affairs Canada

Innovative Global Networks for Inclusion + Equality (IGNI+E)

Addressing youth unemployment and improving wellbeing and gender equality using an inclusive systems approach with international volunteers.

Canada, Ghana, Kenya, Malawi, Sri Lanka, Uganda, Vietnam

Global Affairs Canada

Kenya Equity in Education Project (KEEP II)

Improving access to quality, girl-friendly education for youth in refugee contexts, particularly young girls.

Kenya

UK AID

Learning through Education and Access to Skills for Employment (LEAP)

Increasing the empowerment of adolescent girls and young women through improving learning outcomes at school and increasing equitable participation in the workforce.

Kenya — Global Affairs Canada

Mongolia Enhancing Resource Management through Institutional Transformation (MERIT)

Providing technical assistance to the Mongolian public sector through international volunteer cooperation.

Mongolia — Global Affairs Canada

Projet d'appui aux activités génératrices de revenus dans la zone d'intervention de la CBG (PA-AGR)

Improving the socio-economic conditions of populations impacted by CBG through income-generating activities (IGA) in neighboring municipalities.

Guinea — Compagnie des Bauxites de Guinée (CBG)

Programme de restauration et d'amélioration des moyens de subsistance dans les villages de Hamdallaye et Fassaly Foutabeh (PRAMS)

Improving livelihoods in the villages of Hamdallaye and Fassaly Foutabhè in Guinea to mitigate the impacts of the CBG Extension Project.

Guinea — Compagnie des Bauxites de Guinée (CBG)

Projet d'amélioration de la santé des mère et des enfants au Burkina Faso (PASME 2)

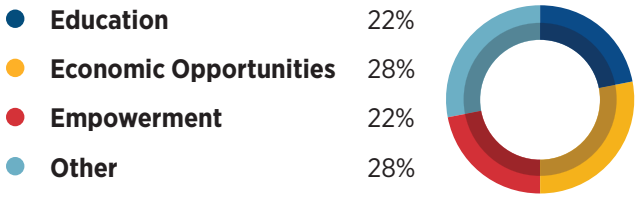
Stopping preventable maternal, newborn and child deaths through capacity building for health personnel and awareness raising for women and families.

Burkina Faso — Global Affairs Canada

Projet d'appui à la scolarisation des filles au Mali (PASCOFI)

Improving learning outcomes for girls affected by conflict in Mopti and Segou through interventions at community, family, school and individual levels.

Mali — Global Affairs Canada



Programme canadien de bourses de la Francophonie (PCBF)

Building institutional capacities by training students from developing countries of La Francophonie.

Various — Global Affairs Canada

Sustainable Agriculture in the Caribbean (SAC)

Promoting climate resilient agriculture for equitable economic growth to increase youth economic prosperity in more sustainable agricultural markets.

Dominica, Guyana, Jamaica, Saint Lucia, Suriname — Global Affairs Canada

Student Refugee Program

Providing young refugees with pathways to resettlement through post-secondary education in Canada.

Canada, Jordan, Kenya, Lebanon, Malawi, Tanzania, Uganda — Various

West Africa Governance and Economic Sustainability (WAGES)

Engaging communities in the effective management of extractive resource investment.

Burkina Faso, Ghana, Guinea — Global Affairs Canada

Women's Economic Linkages and Employment Development Project (WE LEAD)

Increasing women's access to employment by reducing the barriers women face to entering and remaining in the workforce.

Jordan — Global Affairs Canada

Additionally, an estimated $5.14M of financial and in-kind contributions were raised on Canadian campuses by student-led WUSC Local Committees to fund the education and living costs of refugees sponsored to Canada through the Student Refugee Program.

FINANCIAL STATEMENTS

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

March 31, 2021, with comparative information for 2020

	2021	2020
Assets	$	$
Current assets		
Cash and cash equivalents	18,490,434	7,050,580
Short-term investments	140,000	140,000
Program receivables	4,052,364	5,457,416
Advances receivable	535,506	474,159
Prepaid expenses	297,501	228,781
	23,515,805	13,350,936
Long-term investments	49,995	49,995
Tangible capital and intangible assets	628,715	966,286
	24,194,515	14,367,217
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	1,854,961	2,238,632
Deferred contributions and contract advances	18,593,431	8,467,808
Deferred revenue – Lewis Perinbam award	42,556	50,819
	20,490,948	10,757,259
Net Assets		
Invested in tangible capital and intangible assets	628,715	966,286
Internally restricted	3,005,913	2,574,865
Endowment Fund	68,939	68,807
	3,703,567	3,609,958
	24,194,515	14,367,217

CONSOLIDATED STATEMENT OF OPERATIONS

March 31, 2021, with comparative information for 2020

	2021	2020
Revenue	$	$
Grants and contributions		
Government of Canada	21,842,929	23,974,494
UK-Aid	5,901,802	7,747,239
Other Canadian funding	1,146,114	2,482,348
Other foreign funding	1,242,973	1,637,654
Other income	180,846	176,831
Donated services	955,087	4,616,496
	31,269,751	40,635,062
Expenses		
Programs	26,707,461	32,166,862
Operations	3,154,630	3,292,707
Fundraising and alumni engagement	221,183	210,373
Governance	19,684	62,131
Donated services	955,087	4,616,496
	31,058,045	40,348,569
Excess of revenue over expenses before undernoted item	211,706	286,493
Severance – restructuring	118,229	176,346
Excess of revenue over expenses	93,477	110,147

View our full financial statements online at wusc.ca.

Kakuma,Kenya, feb 2017. bhar-il-naam Primary School Remedial Center. ©Lorenzo Moscia

Girls Empowerment Network (GENET Malawi)
Novembre 2019 - © Adil Boukind

WUSC

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Canada K1Y 2N2

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www.wusc.ca
facebook.com/wusc.ca
@WorldUniService
@wusc_eumc

You can help create a better world for youth.

Call us at 1-800-267-8699 x3666 or visit us online at www.wusc.ca to learn how you can help provide youth with life-changing education, economic opportunities, and empowerment.

Charitable Registration Number
11930 4848 RR0001

WUSC acknowledges that its main office, in Ottawa, Ontario, Canada, is located on the traditional, unceded Anishinaabe Algonquin Territories. WUSC has employees who work and benefit from living on Indigenous territories across Canada, the United States, and globally.

WUSC EUMC